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# Lesson Plan

**Learning Segment Focus:** Measuring with different Tools and Units **Lesson** 1 **of** 1
**Course & topic addressed:** Math- Measuring objects **Date:** November, 2 2020 **Grade:** 2nd

## Student Outcomes

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| Specific learning **objectives** for this lesson. | Students will learn to measure items with a ruler, yard stick, and measuring tape in inches and feet. |
| Justify how learning tasks are appropriate using examples of **students' prior academic learning**. | Students have practiced using a ruler in previous grades. This lesson goes further and requires students to practice using other measuring tools and units. |
| Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**. | Students must know how to use a ruler, a yard stick, and a measuring tape to succeed academically as well as in real life. |

## State Academic Content Standards

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| List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | **AR.Math.Content.2.MD.A.1**- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.<br>**AR.Math.Content.2.MD.A.2**-<br>• Measure the length of an object twice with two different length units.<br>• Describe how the two measurements relate to the size of the unit chosen.<br>**AR.Math.Content.2.MD.A.3**- Estimate lengths using units of inches, feet, centimeters, and meters. |

## Key Vocabulary

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| What **vocabulary terms/content specific terminology** must be addressed for students to master the content? | Measurement<br>Inches<br>Feet<br>Ruler<br>Yardstick<br>Measuring tape |

## Academic Language Support

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| What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?<br>What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?** | Students will be doing a measuring activity using different tools and units. To ensure students understand key vocabulary for the lesson we will go over them thoroughly and show visual representation of them. |

## Materials

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| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Microsoft Excel to create lesson and create graph to show results of the activity. |

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| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Worksheet created from Excel<br>Pencil<br>Multiple items to Measure (listed on worksheet)<br>Ruler<br>Yardstick<br>Measuring Tape |

## Lesson Timeline with Instructional Strategies & Learning Tasks

| **Amount of Time** | **Teaching & Learning Activities (This should be a BULLETED LIST)** | **Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)** |
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| 10 minuets | **Introduction**:<br>Review information about measuring and go over vocabulary words for lesson. | Review what taking measurement means, the purpose, and how to measure an item. Go over each vocabulary words and show examples of each measuring tool and how to use it. Check for students understanding of how to use the tools before allowing them to do the worksheet. |
| 30-40 Minuets | Instruction:<br>Show students example<br><br>Pair up students<br><br>Allow students to begin measuring the items listed.<br><br>Go over results<br><br>Graph results | Show students example of how to fill out the work sheet. Explain each item is found in the classroom and what items should be measured in (in) and what items should be measured in (ft).<br>Allow students to pick a partner to complete the worksheet with so that it is easier for the students to measure.<br>Students will begin measuring items. Make sure students are using the correct side of the rule, yardstick, and tape measure to obtain the correct answer.<br>Go over results with students and explain how each answer was obtained.<br>Graph results on Excel so students have a visual representation of how small/big items are compared to each other. |
| | **Closure:**<br>Review lesson | Allow students to ask questions and review the results of the experiment with the students. |

| Amount of Time | Teaching & Learning Activities (This should be a BULLETED LIST) | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED) |
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## Accommodations/Modifications

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| How might I **modify** instruction for:<br>*Remediation?*<br>*Intervention?*<br>*IEP/504?*<br>*LEP/ESL?*<br>(All students who have plans mandated by federal and state law.) | The lesson will be modified for each student to ensure they are learning according to their learning plan. Different forms of worksheets and or activities will be used that have more detailed instruction. |

## Differentiation

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| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**<br>(All students who are not on specific plans mandated by federal and state law.) | To ensure all students needs needs are met explicit instruction and one-on-one teacher/student time will be used. I will also be using visuals for students who are visual learners and detailed step by step instructions to suit those who are auditory learners. |

## Assessments: Formative and/or Summative

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| Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed). | ☐ Formative /☐ Summative | The activity will serve as an assessment. While the students conduct the activity I will assess each students understanding. |
| | ☐ Formative /☐ Summative | |
| | ☐ Formative /☐ Summative | |

## Research/Theory

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| Explain **connections to theories and/or researc**h (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | |

## Lesson Reflection/Evaluation

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| What went **well**?<br>What **changes** should be made?<br>How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;

Updated 12-17-19 NLC

https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;
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